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ABSTRACT

A project is described that was undertaken by the Developmental Studies Department at Wayne Community College (Michigan), an urban multi-campus institution of 25,000 students serving an entire county involving research in the psychology of the new adult learner. The approach used was to systematically build a classroom environment that responded to the socio-emotional as well as cognitive needs of the nontraditional student population, based on current research. The goals were to develop a model for ongoing teacher training and a model classroom design using theories of group dynamics, human potential, and the psychology of adult learning. Specific institutional, instructor, and student outcomes were outlined. An interactive, circular seating arrangement, sharing of food and drink, individual "unfoldment," recall, and other group exercises are among the techniques used to establish the climate desired. The program is felt to have yielded a cohesive, cooperative, sensitive faculty, students who remain in the classroom in greater proportion than the norm, and students who reach required levels of competency within the program. Computerized follow-up procedures for evaluation, assessment instruments, and in-service professional development for new part-time instructors are being undertaken. Charts showing assumptions and processes of teacher-directed vs. self-directed learning, elements of the teacher role, student responses to a reading self-appraisal survey, and a sample of student evaluations are appended. (MSE)

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THE CLASSROOM AS LIVING ROOM: USING GROUP SUPPORT SYSTEMS TO PROMOTE STUDENT RETENTION AND COGNITIVE GROWTH IN ADULT DEVELOPMENTAL STUDENTS

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INTRODUCTION

With the emergence of the community college as a viable and growing force in the education of American adults, institutions across the country find themselves offering college courses and college credit to thousands of students who neither read, write, nor compute at levels adequate to the task they undertake. To meet the educational needs of these adult learners, we at the community college have added to our curricula whole programs or individual courses in developmental education: reading, composition, mathematics, speech, psychology, and, often, career education.

No matter how sophisticated the syllabus or how lofty the course objectives, how genuine the impulse to educate, or how prodigiously we teach, we have had to face, with growing alarm, the fact that for many students our efforts have been in vain. They have been in vain, not because the learner could not learn but because the attrition rate of students in developmental education courses is often fifty percent or worse; the learner would not learn.

This paper discusses a project undertaken by the Developmental Studies Department at Wayne Community College, an urban multi-campus institution of 25,000 students primarily located in Detroit, Michigan, but serving the entire Wayne County population.

The College's five major campuses, three of which are strictly urban-based while two are in a more sub-urban location, cover a service area of five hundred square miles. Student demographics reveal that seventy-five percent receive some form of financial aid, sixty-five percent are female, seventy percent are from minority groups, mainly Black American, sixty percent have

been away from a formal school setting for over five years, seventy percent of both males and females are employed either full or part time, sixty percent of the women are heads of households, and the average student age is twenty-seven. Such demographics indicate that Wayne County Community College is an institution representative of those urban educational centers whose mission it is to provide education to the "new" or "non-traditional" post-secondary student.

The project, consequently, involved research in the psychology of the new adult learner and the ways in which the results of that research could be used to retain this student in college. The resulting approach undertaken was to systematically build a classroom environment which responded to the socio-emotional, as well as the cognitive, needs of the new student population.

Investigated Areas and Resulting Assumptions--What We Came to Believe

The research-based assumptions upon which the Developmental Studies Department inaugurated the new classroom design were:

1. A new student population needed skills, both new and old, in order to take advantage of opportunities provided by the community college.

2. Education traditionally focused on the cognitive needs of the learner and ignored the socio-emotional or affective needs.

3. Traditional modes of teaching/learning often were not appropriate for new students. While the educational focus must insure cognative growth, such growth could not take place unless it were in an educational environment systematically committed to recognizing the needs of the "whole" student, a philosophy known as confluent education.

4. Students vary individually with respect to certain social, educational, psychological and physical characteristics. Students may be more or less peer or individual-oriented, more or less active or passive learners, more or less present or future time focused, more or less emotional, acting out or emotionally controlled, more or less group or individual learners, and more or less experiential or symbolic learners. While these variables lead to numerous possible combinations, they tend to fall together in practice into particular combinations, reflecting cultural, socio-economic and ethnic tendencies and uniformities. At one extreme

are students who tend to be peer-oriented, present focused, experiential group learners; and at the other extreme there are students who tend to be individual-oriented, future focused, symbolic learners. Whether individuals actually exist who demonstrate such uniformity of personality is an open question, but these two extremes describe the parameters of learning style facing the open door college. In total outlook and approach, the educational structure must reflect and accommodate both extremes and the numerous combinations between.

5. A program committed to alternative learning could systematically build such an environment for learning by recognizing the social situations inherent in any classroom and by utilizing the human social aspects to foster learning of any material (any curricula).

6. Whereas, any student's learning could be better facilitated by a systematic integration of cognitive and social-emotional needs, the underprepared student's learning could take place only in such an environment.

7. The underprepared student could be identified by one or more of the following:

   a. Lack of high school diploma

   b. High school transcripts which showed little success via GPA.

   c. Reading/math assessment scores on tests administered at registration sites.

   d. Personal counseling which revealed the student's lack of confidence, fear of failure, negative experiences in previous educational situations.

   e. Student had been away from a formal school setting for five or more years.

8. The community college represents an educational enfranchisement for those students identified as "high risk," "non-traditional," or "underprepared." But promises of such enfranchisement are empty ones, useless gifts, if the new conditions of learning present in the college classroom reinforce the incumbent failure patterns of the past. While

classroom environment cannot ameliorate the social ills of a society, it can reflect an awareness of the socio-psychological aspects of learning, and the related needs of the learner and can consciously and systematically address those needs. It can and must make this adjustment toward "affect" in order to pursue the cognitive goals espoused in an "open door" college mission statement or course syllabus.

Project Goals--What We Wanted

The goals of the project were to develop a model for on-going teacher training and a model classroom design which, using theories of group dynamics, human potential, and the psychology of adult learning, would provide a supportive, stimulating environment. The outcomes were to be:

I. Institutional

A. An increase in student retention in entry-level developmental education courses.

B. An increase in the percent of students persisting through college beyond the developmental level.

C. An increase in the number of "developmental" students achieving an associate degree.

II. Instructor

A. An increase in information regarding learner needs.

B. An increase in sensitivity to the developmental student.

C. An increase in applying research theory to practice.

III. Student

A. Increase in student learning.

B. Increase in student satisfaction.

C. Increase in group and individual student involvement in setting learning goals.

Methods--What We Did and Why

Background and Theory. Initially the chairperson of the newly formed Developmental Studies Department, its curriculum designers and the full time faculty, a total group of fourteen persons, met to develop a strategy for confronting what seemed to be an overwhelming amount of research and reading needed before beginning to devise a systematic classroom design. A working bibliography had been developing over some months and we determined that each member of the team would read a suggested work and would present an analysis to the whole team at weekly meetings. (A bibliography of the most useful and applicable works appears in the Appendix to this paper.) The works would be reviewed from the point of view of what the authors were theorizing and its translation to practice within a classroom. We wanted to move from theory to hypothesis to hypothesis testing through classroom methods.

The research and reporting went on for several months. The following, compiled from excerpts taken from our instructors' reading journals and reports, began to emerge as significant to our endeavors.

--Nelson Henry, speaking of the social psychology of teaching and learning, affirms that the group dynamics of the educational process are too often omitted in teacher training and yet, to ignore the factors of group interaction is to close one's eyes to reality. A classroom group is made up of the sum of its parts which include the teacher, yet the group is more than the sum of its parts. The group has a life. (In The Dynamics of Instructional Groups. See Bibliography.)

--Jack Gibb has offered a seven dimension frame of reference which is

related to the learning potential of a community college instructional group and treats group life as a potent entity. If a classroom facilitator-instructor is cogn zant of these seven dimensions, Gibb believes, works with them and not against them, then ". . . a mature instructional group can provide rich internal resources that maximize learning outcomes." ("The Socio-psychological Processes of Group Instruction" in Dynamics.)

The seven components include:

1. A norm system which involves a system of shared expectations.
2. Group member interdependence where, because the teacher cannot and does not try to perform all services and functions within a classroom, the students are encouraged to study with and learn from one another. They, consequently, begin to see one another as resources and people upon whom they can depend.
3. A group climate which is supportive and not defensive.
4. A communication system which enhances student-teacher, teacher-student, and student-student interaction.
5. Goal setting behavior where the goals are set by the student.
6. Classroom and out-of-classroom organization for learning so that goals are attainable.
7. Group membership inclusion atmosphere whereby the group is open to new members, and aids all members in maintaining membership.

--Malcolm Knowles has asked whether adults have different learning sets than children do and whether the assumptions educators hold concerning the teaching of children are appropriate for teaching adults. To answer these questions, Knowles looks at many theories of learning in an effort to determine the beliefs which undergird current educational programming. The resulting chart and the teacher techniques (see appendix) propounded by Knowles incorporate attitudes of respect for the learner, an awareness of human interaction and group strength, a mutuality of goal and of purposeful behavior toward goals. The learner is seen as searching for self-actualization in an effort to achieve self-respect and productivity, and the ends of a better

job, economic security, or any combination to which our society ascribes status and worth is accomplishable through education.

--A program for adult learning is sensitive to the life conditions of the adult student which set up parameters of margin, load, power and commitment, concepts explored by Howard McCluskey. Margin relates to the degree of available resources or strength retained by an individual after she has used her available power to meet the demands of her existing load. In other words, the load of a typical student, a thirty year old practical nurse, singly raising her children, is her responsibility to her various roles: worker, mother, financial manager, and social being. Her power lies in her capacity to deal satisfactorily with the demands of these various roles. Margin, then, is that degree of unused strength available and necessary to deal with additional load, i.e., beginning a college education. It may be noted that education may eventually yield increased power but initially calls upon existing margin. Commitment is the degree to which the adult will sustain increased load, using whatever margin she has. Stress is a type of load insofar as it taxes the system; when stress is excessive and margin is overtaxed, even though commitment may be great, the system breaks down. Therefore, for the adult learner, although power may be adequate, load is usually also great, and it is helpful to eliminate unnecessary stress since we are calling upon the student's margin to reach her educational goals.

--Kurt Lewin's field theories and force field analysis provides the umbrella under which current Gestalt, humanistic, and third-force psychologists supply analyses quite antithetical to a behaviorist or mechanistic approach. Lewin conceptualized a "life space" in which each individual operated. This life space incorporated all aspects of the enviornment to which the individual reacts. Human behavior results from the interplay of all relevant forces. To Lewin, learning occurs as a result of change in cognitive structures produced by adaptation to changes in various forces.

The stress Lewin placed on the immediate field of forces emphasized motivation more uniquely than did other theories and suggested that success was a more potent motivator than reward. Lewin's field theories, echoing the work of educational sociologists, also suggested that since people are the most powerful forces in one's psychological field, group and institutional dynamics must be considered. These two beliefs are Lewin's most potent contributions to education and their implications for the classroom must be explored practically as well as theoretically.

--If we look at the ideas of Abraham Maslow, Carl Rogers and the Gestalt psychologists, consider them along with Lewin and Jerome Bruner we might then have a notion of what must be manipulated in order to develop an optimum adult learning setting. This group contributes the concept, significant for learning, that human intelligence is creative, needs and searches for meaning and is "rewarded" through "closure," a satisfying conclusion to an experience. Humanistic or third-force psychologists focus on affect and the human desire for anxiety free, trust laden learning, which can only occur in an environment which encourages risk taking and experimentation because it reduces the expectation of punishment perceived as inherent in failure.

Conclusions. While many more psychologists, sociologists, and educators were reviewed, they seemed to reiterate the above theorists and practitioners. Their ideas formed the eclectic body from which we derived our applications--a classroom methodology. No where, in all of our readings, did anyone tell us specifically how to arrive at an "interactive," supportive, cooperative, motivating "classroom." We also realized that we, as a group working together on a common goals, were not so different from our students, and in using the techniques ourselves in our meetings, had become a "supportive, motivated, and cooperative unit." The faculty by working within

the framework which follows, had established the kind of atmosphere we concluded was optimum for accomplishing desired goals. What remained was to see, if indeed, our hypotheses did work in the classroom.

We then determined in order to create an atmosphere of team work, to incorporate "socialization" in the classroom, the first consideration might be given to the implications of the use of space in the room. Although relatively little research has been done in the psychology of space utilization, Edward Hall (The Hidden Dimension), an anthropologist, had coined the term "proxemics" to denote the formal study of the manner in which humans relate to distance and arrangement in their dealings with each other.

Hall, studying the implications of space utilization by an individual--by herself, within a group, or within the larger context of society--indicated that an individual's use of space may be "sociopetal," i.e., encouraging interaction, or "sociofugal," i.e., preventing interaction. If space arrangements can thus aid interaction involvement, it behooves, we concluded, the college instructor to place the desks in the classroom so as to implement that goal, to foster interaction.

Applications of the Research--The Classroom. Within the classroom, the most "interactive" seating arrangement appears to be a circular one. The circle, rather than rows of chairs or a horseshoe arrangement functions as a catalyst yielding both immediate, observable results and significant symbolic value. Observably, circular seating allows for eye contact between all participants. With the idea that eye contact increases interaction, the students, who usually see the back of other students' heads and only the instructor's face, in a traditional class, now have access to everyone in the room. The instructor, sitting as part of the circle, establishes herself as a functioning part of the group.

Symbolically, the circle represents an unbroken whole. Each unit (person) constituting the circle is as important to the integrity of the whole as the next. The instructor, as part of the circle, indicates she, like each student, is maintaining a significant unit. The development of a group spirit, of a feeling of responsibility for self and circle partner, establishes a springboard for cooperative learning.

Along with the physically altered seating arrangement, the sharing of food and drink in the classroom would be included for both its practical and symbolic value. The instructor assumes leadership for providing a coffee pot, tea, and possibly cookies at the first class meeting. Thereafter, it becomes a shared responsibility among all class members as does the refreshment clean-up. This aspect of the socio-physical classroom design facilitates communication as it fosters a communal spirit, alleviates shyness and anxiety produced reserve, reduces formalized student-teacher, student-student barriers, and keeps the class together around the coffee pot during the class break times. On a ritual or symbolic level, the "breaking of bread" reinforces the concept of a family.

With the circle seating and coffee pot creating the desired living room milieu, next the instructor proceeds in the important first class meeting to establish the socio-emotional climate which will operate throughout the term of learning. The technique we use, "unfoldment," is illustrative of a variety of strategies possible to achieve this end, and is the name given to a Human Potential design for utilizing the dynamics operating within a group of strangers to break down barriers, initiate self-concept building, and create a cohesive, cooperative and trust-laden environment. The instructor as facilitator begins the process; what she does and says is vitally important because others will tend to model her. The objective of the exercise is to share briefly one's background, family history, attitudes toward early and later school experi-

ences, feelings about self in relationship to school success or lack of it, disclosure of one's feelings of strength or anxiety regarding learning, hobbies, peak experiences, and immediate and long range goals. Obviously, and in contrast to other situations where human potential strategies may be of value, our inclusion of unfoldment would focus on how and why we are together in this college classroom.

The instructor introduces unfoldment by explaining its purpose and relevance to the classroom. Her remarks would follow this pattern: "People are gathered here for at least one common purpose--to become more effective readers (writers, mathematicians, etc.) in order to successfully pursue an education. We will spend many hours together accomplishing that goal. There are other commonalities among us; these enable us to relate to each other. There are also many dissimilarities; these make us interesting to one another. By first sharing some of ourselves, coming to know each other as individuals, we can then proceed to work toward helping each other to meet our individual and group goals." Following this introduction and, after insuring that each student understands that "unfolding" is valuable but <u>not</u> mandatory, she begins her sharing and then offers the opportunity to each person around the circle.

The "recall" technique immediately follows. During recall, the entire group focuses on each class member, one person at a time, recalling the individual's name and the facts and feelings she had disclosed, bombarding her with attention, and noting ways in which they felt a bond with that person because of her recital. For example, one might hear in recall, "Betty said she wanted to be a nurse, but found it hard to concentrate when studying and was worried about that. I'm also concerned my poor study habits and reading skills will hold me back." In another case, "I was in Vietnam just like John, here, was. Awful, wasn't it?" These comments during recall encourage interest in

each individual, validate and diffuse feelings of inadequacy or isolation, and promote awarenesses of "I'm not the only one," and "this human feels that, too. We can help each other."

The last phase of this initial group building process is encouraging someone in the class to go around the circle attempting to remember each classmate's name, assuring the volunteer that if she falters others will help her out. The volunteer is often amazed to discover that the attempt usually yields many more names than she thought possible, since most people insist they "can't remember names." Other class members might then make the same effort, and at the conclusion of the exercise, the instructor would point out some significant features of "What we have just done." 1. Names are important; they represent our unique selves. People like to be remembered, and in this class, each person is recognized. 2. A beginning phase in learning is conscious and purposeful concentration and recollection; this first meeting has initiated that process of purposeful remembering and this will be significant as we transfer the skill to the subject matter of the class.

The next step in the process of humanizing the college classroom follows naturally from the unfoldment and recall activity. As with all procedures in this classroom, the student will be asked to reflect on the meaning of her activity, and at this time, a discussion of the use of the first names among students and teachers is the focus. Traditionally, the instructor is addressed as Ms.,Mr., or Dr. so and so; the students are John, Ann, or sometimes Mr. or Ms. as well. In our learning environment, the teacher specifies a wish to be called by her first name and her intention to similarly address the other class participants, unless there is an objection to her intention. This practice tends to foster greater spontaneity among the students and inspires friendly and less formal relationships. Potentially, using given names can alter stu-

perceptions, build trust, and reduce psychological distance. It must be noted, however, that for some students and instructors using given names may be a violation of cultural patterns, and, thus this strategy must be approached with an acceptance of this possibility.

A vehicle used for maintaining class solidarity beyond the classroom is a class phone list. Each member of the group--including the instructor, as always--adds her name and phone number to the list passed around during the initial meetings. The teacher has the phone list dittoed, and in a subsequent meeting everyone is supplied with a copy. Again, there is practical as well as symbolic value in this: the student has a means of vicariously experiencing a missed class, because she has easy access to any classmate. The students can work together on home work assignments and a student can call someone for clarification or assurance that she fully understands a particular issue. Moreover, classroom friendships are cemented so that no one need feel isolated or that "no one cares what happens to me." The class is, indeed, extended beyond the classroom; thus a shared class phone list proves to be one effective tool to increase student retention.

These activities and techniques begin to activate an environment for learning during the important first class meeting. They are, it should be noted, illustrative, not definitive. What must next be set into motion is the process of student inquiry, reflection, and decision making. Thus, following the initial process, the instructor proposes that perhaps there are things the students want to know about the course. Grading standards and procedures, attendance policies, textbooks, homework load, etc., are the typical concerns to emerge; all are discussed from the point of view of purpose and value, and the class is encouraged to set standards based on purpose. Questions from the instructor-facilitator such as, "What would you like to do better or know at

the end of the semester that you don't know now?" initiate the sharing of attitudes--hopes and fears--concerning reading or writing or whatever. For many students, such questions are unexpected. They have rarely considered what they want to know--only what the teacher wants them to learn.

The students, now working in small groups of four or five, begin to articulate their common goals vis a vis the particular class, and then recognize and articulate their individual goals. The outcomes of each groups determinations are then shared with the total class and a closure accommodating group and individual goals is attempted. The use of small task oriented groups throughout the semester continues the supportive and interactive processes, and increasingly serves to strengthen learning of curricular material. A typical arrangement of classroom time, as well as classroom space, emerges. A concept will be presented and discussed with all members involved; then the learners rearrange their seats into small groups for the purpose of practice on a skill, further discussion of concepts, production of an assignment, etc. Finally, the entire class regroups and a spokesperson from each group, using the board or verbally, presents the group's judgements and conclusions. This shift procedure provides for variety within classroom activity, and the small group activities encourages the shy or reserved student to participate, while it fosters peer group tutoring. Quite often, one member of the learning team "teaches" a procedure or explains a concept, as she understand it, to the others. (Skillful grouping aids in this. A variety of different strengths make up the best working group.)

There is room for individual instructor style within the suggested framework. Our intent was not to create a set of inclusive behaviors stifling to individual creativity or limiting to the idea of academic freedom. The critical factors to be incorporated into the classroom however were:

1. Unfoldment and recall.

2. Shared phone list.

3. Refreshments within the classroom.

4. A systematic use of small learning groups within the larger framework of instruction.

5. A measure of group and individual goal setting.

After weekly training meetings held during the summer, and subsequently, the instructors met their classes and utilized, in a systematic way, the strategies for group building and supportive learning developed in the planning sessions. A period of several semesters saw further refinement of both the training sessions and subsequent classroom techniques.

Each new development was designed by the total full time and some part time teaching faculty, thus granting a sense of continued faculty ownership to the program. Classroom results were shared at the faculty meetings, and strategies were developed for continual monitoring of the program effectiveness.

Data Source for Program Monitoring.--Is the Program Working?

A. It was determined that each instructor would collect and submit the following data at each semester's conclusions.

   1. Students' pre-class and post-class self-concept measures. (A scale was devised by the faculty. An example of the Developmental Reading Faculty assessment scale can be seen in the appendix. The device has weaknesses and is under revision while at the same time, we are considering the use of a National Self-Concept Scale such as the Brookover.)

   2. Student's written evaluation of the class and instructional methods, as well as their own feelings of growth in both affective and cognitive areas.

   3. Student retention statistics.

4. Student success as measured thru final class grades, criterion referenced progress scales, and where applicable--in our reading development classes mainly--progress in grade level growth on nationally normed reading assessments. We are currently using the Gates-McGinitie Test.

B. Long-term program monitoring would necessitate instructional/administrative follow-up and would involve:

1. Following developmental class students, via computer, through their subsequent classes to yield course and overall GPA, percentage persisting in college, percentage graduating.

Results.--What we know to date.

1. Student attitudes improve regarding reading power, while their feelings regarding reading inferiority diminish. (Appendix--Student Assessment Table.)
2. Student evaluations reveal positive feelings toward critical classroom components. (Appendix--Representative excerpts from written evaluations.)
3. Developmental Studies Classes retain, on the average, seventy-five to eighty percent of enrolled students. (It has been difficult to obtain official overall college attrition rates, but unofficial data suggests retention is fifty to sixty percent.)
4. Developmental reading students gain, on the average, from one to four grade level increases on nationally normed reading assessments.

Problems Encountered

In the recent past, several constraints have arisen which have intermitently interrupted progress toward full realization of this project. Economic constraints, computer system priorities, and central and campus administrative reorganization have hindered the following:

1. Systematic and comparative data gathering and analysis, on other than the immediate course/program level. We cannot yet determine how and what our students do when they leave our classes.
2. Systematic and on-going part-time teacher training. This is still maintained but at a level less than an optimum one.

Conclusion

To date the research, teacher training and classroom design has yielded a cohesive, cooperative, sensitive faculty, students who remain in the classroom in greater proportion than the norm, students who learn and reach required levels of curriculum competency within the program. With new organizational and program commitment, we are now attempting to implement the computerized follow-up procedures necessary to complete evaluation, formal, validatable assessment instruments, and in-service professional development, using our teacher training model, for new part-time instructors. We believe that an attempt to use the dynamics inherent in any group of learners, to address the socio-emotional needs of the "new" adult student, by using specific strategies appropriate to a college classroom produces students who remain in the classroom. Such persistance and presence is an obviously necessary factor in learning. At best, such strategies and our alternative procedures will enhance the chances of student success; at worst, they will do no harm.

APPENDEX

This chart shows:

Table 1

A COMPARISON OF ASSUMPTIONS AND PROCESSES OF TEACHER-DIRECTED (pedagogical) LEARNING and SELF-DIRECTED (andragogical) LEARNING

(Please read as poles on a spectrum, not as a black-and-white difference) by Malcolm Knowles, Department of Adult and Community College Education, North Carolina State University, January, 1975.

ASSUMPTIONS			PROCESS ELEMENTS		
	PEDAGOGICAL	ANDRAGOGICAL		PEDAGOGICAL	ANDRAGOGICAL
About	Teacher-Directed Learning	Self-Directed Learning	Elements	Teacher-Directed Learning	Self-Directed Learning
Concept of the Learner	Dependent Personality	Increasingly Self-Directed Organism	Climate	Formal Authority-Oriented, Competitive, Judgmental	Informal, mutually respectful, consensual, collaborative, supportive
Role of Learners' Experience	To be built on more than used	A rich Resource for Learning	Planning	Primarily by Teacher	By participative Decision-Making
Readiness to Learn	Varies with levels of maturation	Develops from life Tasks & Problems	Diagnosis	Primarily by Teacher	By Mutual Assessment
Orientation to Learning	Subject-Centered	Task or Problem Centered	Setting Goals	Primarily by Teacher	By Mutual Negotiation
Motivation	External Rewards and Punishments	Internal Incentives, Curiosity	Designing a Learning Plan	Content Units, Course Syllabus Logical Sequence	Learning Projects, Learning Content Sequenced in Terms of Readiness
			Learning Activities	Transmittal Techniques, Assigned Readings	Inquiry Projects Independent Study Experimental Techniques
			Evaluation	Primarily by Teacher	By Mutual Assessment of Self-Collected Evidence

The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek word paid(meaning child) and agogus(meaning guide) --thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "andragogy," from the Greek word aner (meaning adult) -- thus being defined as the art and science of helping adults (or even better, maturing human beings) learn.

Table 2

THE ROLE OF THE TEACHER

Conditions of Learning	Principles of Teaching
The learners feel a need to learn.	1. The teacher exposes students to new possibilities for self-fulfillment.
	2. The teacher helps each student clarify his own aspirations for improved behavior.
	3. The teacher helps each student diagnose the gap between his aspiration and his present level of performance.
	4. The teacher helps the students identify the life problems they experience because of the gaps in their personal equipment.
The learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences.	5. The teacher provides physical conditions that are comfortable (as to seating, smoking, temperature, ventilation, lighting, decoration) and conducive to interaction (preferably, no person sitting behind another person.)
	6. The teacher accepts each student as a person of worth and respects his feelings and ideas.
	7. The teacher seeks to build relationships of mutual trust and helpfulness among the students by encouraging cooperative activities and refraining from inducing competitiveness and judgementalness.
	8. The teacher exposes his own feelings and contributes his resources as a co-learner in the spirit of mutual inquiry.
The learners perceive the goals of a learning experience to be their goals.	9. The teacher involves the students in a mutual process of formulating learning objectives in which the needs of the students, of the institution, of the teacher, of the subject matter, and of the society are taken into account.
The learners accept a share of the responsibility for planning and operating a learning experience, and therefore having a feeling of commitment toward it.	10. The teacher shares this thinking about options available in the designing of learning experiences and the selection of materials and methods and involves the students in deciding among these options jointly.

Conditions of Learning	Principles of Teaching
The learners participate actively in the learning process.	11. The teacher helps the students to organize themselves (project groups, learning-teaching teams, independent study, etc.) to share responsibility in the process of mutual inquiry.
The learning process is related to and makes use of the experience of the learners.	12. The teacher helps the students exploit their own experiences as resources for learning through the use of such techniques as discussion, role playing, case method, etc.
	13. The teacher gears the presentation of his own resources to the levels of experience of his particular students.
	14. The teacher helps the students to apply new learning to their experience, and thus to make the learnings more meaningful and integrated.
The learners have a sense of progress toward their goals.	15. The teacher involves the students in developing mutually acceptable criteria and methods for measuring progress toward the learning objectives.
	16. The teacher helps the students develop and apply procedures for self-evaluation according to these criteria.

STUDENT SELF APPRAISAL OF READING ATTITUDES AND ABILITY*

(This table represents an averaging of five hundred student responses.)

		I Never	II Almost Never	III Some-times	IV Usually	V Always
A. 1.	I feel comfortable reading aloud to others.	1	(2)	[3]	4	5
2.	I feel other people will laugh at my reading ability.	1	2	[3]	(4)	5
3.	I like to work with other students in a class.	1	2	(3)	[4]	5
4.	I believe other students can help me read better.	1	(2)	3	4	[5]
5.	I help other students in a class.	1	2	(3)	[4]	5
6.	I feel comfortable in a class	1	2	(3)	4	[5]
7.	I feel comfortable discussing my reading with other students.	1	(2)	3	[4]	5
8.	I believe teachers care about my reaching my educational goals.	1	(2)	3	[4]	5
B. 9.	I call absent classmates to see if I can help them.	1	(2)	3	[4]	5
10.	When I am absent from class my classmates call me to offer help or information.	1	(2)	3	[4]	5
11.	I feel free to call my instructor about the class.	1	(2)	3	4	[5]
C. 12.	I like to read.	1	(2)	[3]	4	5
13.	I read something every day (newspaper, magazine, book).	1	(2)	3	[4]	5
14.	I understand what I read.	1	2	(3)	[4]	5
15.	I have tried to read better, but feel I just don't improve.	1	(2)	3	[4]	5

* Initial assessment circled, final assessment squared.

		I Never	II Almost Never	III Some-times	IV Usually	V Always
16.	I know how to concentrate.	1	2	(3)	4	5
17.	I read too slowly.	1	2	[3]	4	(5)
18.	I know how to improve my reading ability.	(1)	2	[3]	4	5
19.	I fell I can "make it" through school with my reading skills.	1	(2)	3	[4]	5
20.	I remember what I read.	1	2	(3)	[4]	5

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STUDENT EVALUATIONS--EXCERPTS

I really got a lot from the class....
The circle seating arrangement went across and made the class more of a "together unit." Also I feel the circle effect helped our thinking process because we could get the full meaning of what our fellow students were saying because of the visual contact afforded.

....It's not the average everyday class. The seating arrangement make communicating our ideas much easier.

Who says that Education has to be a bore to learn. LIES! ...I have read that in order to make a student achieve the fullest of his potential he has to have surroundings that permit him to do so, and in this class you have!

"Reading papers out loud and working in little groups was my biggest teacher-beside you."

It should also be said that not <u>all</u> of the students like <u>all</u> of the classroom methods--and don't hesitate to say so. From one man came this left handed compliment.

"I feel the casual seating arrangement enables us to exchange thought and ideas. But I got nothing but aggrevation (sic.) from the small groups. Why don't you do all the teaching."

The student stayed throughout the semester, however, despite the "aggrevation."

"Thanks for causing me to enjoy English 110. Being an old English class hater, I was quite supprised when I found my Tuesdays and Thursdays much more pleasant than I thought they would be. I think our sitting in a circle was a good idea. The coffee pot and being able to smoke also helped to put the class at ease. I learned more than I had intended to learn from your class."

"The very first thing I would like to comment on is what we did during the first few classes. Each of us introduced ourselves and told a few facts about ourselves. I wish we could have done that in other classes. It made me feel very much a part of the class, it wasn't an impersonal class like several of my other classes are."

"This English class has been an experience that I will never forget. I feel like me. Most people have a stereotype impression of an English class. A strict instructor and harsh, set by the book rules. But this class has not only proven this a myth but a beautiful experience and most important a learning one. The small group and learning a little about one another was not only enjoying but is helpful in helping one open up to others. The coffee pot was an excellent idea and was a good boost."